

Texas Education Agency  
Standard Application System (SAS)

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small>  <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED  TEXAS EDUCATION AGENCY  2018 MAY -1 AM 11:00 </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
Schedule #1—General Information				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>		<b>Amendment #</b>
Sequin ISD		094901		N/A
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
74-6002287	13	0784198		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1221 E. Kingsbury		Sequin	TX	78155-
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Pete		Silvius	Director Whole Child Initiative	
<b>Telephone</b>	<b>Email address</b>		<b>FAX #</b>	
830-401-8628	psilvius@sequin.k12.tx.us		830-379-4821	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Dot		Whitman	Assistant Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
830-401-8628	dwhitman@sequin.k12.tx.us		830-379-4821	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Matthew		Gutierrez	Superintendent
Telephone #		Email address	FAX #
830-401-8614		mgutierrez@sequin.k12.tx.us	830-379-2003
Signature (blue ink preferred)		Date signed	

*Matthew Gutierrez*

4/30/18

Only the legally responsible party may sign this application.

701-18-111-069

**Schedule #1—General Information**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	N/A	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input checked="" type="checkbox"/>
9	Supplies and Materials (6300)		<input checked="" type="checkbox"/>
10	Other Operating Costs (6400)		<input checked="" type="checkbox"/>
11	Capital Outlay (6600)		<input checked="" type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐

N/A

No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2 – Required Attachments and Provisions and Assurances**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
✓	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
✓	I certify my acceptance of and compliance with the program guidelines for this grant.
✓	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
✓	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
✓	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
✓	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
✓	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 3: Program-Specific Provisions and Assurances**

√ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont.)</b>	
County-district number or vendor ID: : 094901	
Amendment # (for amendments only): N/A	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
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**Member Districts**

9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Seguin ISD(SISD), along with the Boys and Girls Club of South Central Texas(BGC), the Irma Lewis-Seguin Outdoor Learning Center(SOLC) and other community partners, ie: Teatro De Artes De Juan Seguin and the Seguin Art League, is seeking resources to systematically target, engage and empower our most at risk elementary student population by providing expanded learning opportunities using the Texas ACE Blueprint. The mission of SISD and all partners is to remove barriers for **ALL** families to access beyond school support. Seguin ACE will provide authentic opportunities for all families to engage in their child's education as well as explore ways to improve their own lives to the benefit of their children and community. Needs assessments at the school district, community and county levels indicate multiple risk factors in many of our struggling students, particularly with our children who are economically disadvantaged or living in poverty. County Health ratings (2017) indicate that 15% of the children in Guadalupe County live in poverty and the overall average of economically disadvantaged exceeds 70% for enrolled elementary students. Based on the enrollment of approximately 3,250 students at the elementary level, that is over 2,000 children who will potentially need added support to close education gaps and reach their life goals and dreams. To compound the challenge, between 40 and 50% of all elementary students are classified as at risk of dropping out of school and three of the seven campuses exceed 50% at risk numbers. Although all SISD elementary campuses met standard based on 2017 accountability, and elementary campuses have continually increased supports during the school day and after school, recent data on academic performance indicates that the gap remains or widens for the most significantly at-risk children, specifically those who are economically disadvantaged. In fact, the 2016-17 school report shows economically disadvantaged students performing as much as 75% lower than the "all student" groups based on numbers meeting grade level in the "all subject's" category.

Although the Seguin Community along with Seguin ISD's Whole Child Initiative and School Health Advisory Community (SHAC), have worked diligently over the past few years to provide access to nutrition education, healthy food choices and physical and outdoor activity, the most recent county health assessment reports a rise in health risk factors, as well. Approximately 40% of residents are reported to be obese and 23% still report lack of exercise opportunities in their immediate community. Community surveys and focus groups document the struggles working families and families in poverty experience when it comes to accessing community resources as well as lack of education with regards to healthy lifestyle choices and community resources.

SISD and the Seguin community have developed strong partnerships and begun initiatives to address the diverse needs of their children and families. The Boys and Girls Club has received community support and resources to renovate their facility and expand services. The SOLC has a diverse program featuring multiple outdoor learning settings as well as indoor labs with state of the art technology. They have the potential to reach substantially more students and families than currently benefit from their programs. All partners share the mission of the Texas ACE program: increasing student involvement and engagement in learning, increasing parent awareness and engagement and increasing equitable family participation. In addition, although Seguin has already seen positive outcomes from these efforts, expanded learning opportunities and resources remain limited and are sadly insufficient to address the increasing number and complexity of student needs. The Seguin ACE program intends to build on existing resources and processes to provide innovative and high quality expanded learning opportunities at all seven campus sites.

These programs will have the overarching goal of providing students creative ways to **express** themselves (i.e.: art, dance, technology, music) and to **improve** themselves (i.e.: physical literacy, nutrition education, cultural study). Parents and family members will be invited to participate in activities chosen by their children during this segment. **Healthy Lifestyles** will be a focus to improve the overall health and wellbeing of participants and their families. **Movement** activities will be emphasized during sign in followed by a healthy snack. Nutrition education, prevention education, mindfulness and fitness activities will address **the Whole Child**. **Character and Leadership** programs will focus on contributing to the community and developing meaningful and collaborative relationships. Finally, community partners will participate in these programs to provide volunteer assistance, engaging activities, mentoring, and increased access to community resources. The Seguin ACE Community Advisory Council who has been actively involved in the development of this proposal, includes representation from city and state government, county health officials, parent volunteer and faith-based organizations, local business, BGC, SOLC and SISD district and campus staff. This group is committed to assisting with oversight and resource development and will play a key role in sustainability of the program.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6--Program Budget Summary</b>					
County-district number or vendor ID: : 094901			Amendment # (for amendments only): N/A		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$908,548	\$	\$908,548
Schedule #8	Professional and Contracted Services (6200)	6200	\$376,100	\$21,000	\$397,100
Schedule #9	Supplies and Materials (6300)	6300	\$48,300	\$	\$40,300
Schedule #10	Other Operating Costs (6400)	6400	\$120,651	\$	\$120,651
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,455,599	\$21,000	\$1,466,599
Percentage% indirect costs 2.426%			N/A	\$33,401	\$33,401
Grand total of budgeted costs (add all entries in each column):			<b>\$1,455,599</b>	<b>\$54,401</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID : 094901			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor	24		\$126,600
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$70,000
5	Site coordinator (required)	7		\$385,000
6	Family engagement specialist (required)	1		\$60,000
7	Secretary/administrative assistant	1		\$30,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Youth Care Specialist	7		\$60,522
20	Youth Care Worker	9		\$64,850
21	Title			\$
22	Subtotal employee costs:			\$796,972
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$111,576
27	Subtotal substitute, extra-duty, benefits costs			\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$908,548

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: : 094901		Amendment # (for amendments only): N/A
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Boys and Girls Club of South Central Texas	\$208,100
2	Seguin Outdoor Learning Center	\$66,500
3	Teatro De Artes De Juan Seguin	\$51,000
4	Project Evaluation 3,000 per center x 7 centers	\$21,000
5	Enrichment activities and sessions at 7 elementary centers	\$50,500
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$397,100
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$397,100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: : 094901		Amendment number (for amendments only): N/A
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$40,300
Grand total:		\$40,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: : 094901		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$120,651
Grand total:		\$120,651

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: : 094901			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Project Director will have a master's degree in the education field and 5+ years experience. Experience working with at risk students and their families required. Administrative certification preferred. In addition experience working with 21 <sup>st</sup> CCLC, or extended learning and programs preferred. Knowledge of or experience working with community youth programs is a plus.
2.	Site Coordinator(s)	Site Coordinators will have a minimum of a bachelor's degree in education or a related field, experience working with high risk children and families, experience with staff supervision, and knowledge of community resources.
3.	Family Engagement Specialist	FES will have a bachelor's degree in social work, education or related field, master's degree preferred. Knowledge of community resources, ability to establish community relationships, and work with high risk youth required. Knowledge extended learning programs preferred.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Hire and train tutors and academic liaison	08/01/2018	09/01/2018
		2. Academic assistance and tutoring begins	09/04/2018	07/13/2019
		3. High needs students log min. 1 hour/ week tutoring	09/04/2018	05/30/2019
		4. 50% attendance goal met for pull out tutoring	09/04/2018	12/14/2018
		5. Continuous improvement plan based on sem. data	12/15/2018	07/13/2019
2.	Improve Attendance	1. Hire/contract and train enrichment staff, hire FES	08/01/2018	09/01/2018
		2. Enrichment activities begin	09/04/2018	07/13/2019
		3. 50% attendance goal met for high needs students	09/04/2018	12/14/2018
		4. Min. 2 family engagement activities held per center	09/04/2018	12/14/2018
		5. Continuous improvement plan based on sem.data	12/14/2018	07/13/2019
3.	Increase Positive Behavior	1. Hire /contract enrichment staff, hire FES	08/01/2018	09/01/2018
		2. Train staff/contractors in PBIS, management system	08/01/2018	07/31/2019
		3. Weekly celebration of student behavior/attendance	09/07/2018	07/31/2019
		4. 50% attendance goal logged for high need students	09/06/2018	12/14/2019
		5. Continuous improvement plan based on sem. report	12/14/2018	07/13/2019
4.	Improve grade promotion rates	1. Hire and train tutors and academic liaison	08/01/2018	09/01/2018
		2. Academic assistance and tutoring begins	09/04/2018	07/31/2019
		3. High needs students log min. 1 hour/ week tutoring	09/04/2018	05/30/2019
		4. 50% attendance goal met for pull out tutoring	09/06/2018	12/14/2018
		5. Continuous improvement plan based on sem. data	12/14/2018	07/31/2019
5.	Improve Family Engagement	1. Hire a family engagement specialist	08/01/2018	09/01/2018
		2. Develop two way equitable communication culture	08/01/2018	07/31/2019
		3. Evaluate barriers to engagement/participation	09/04/2018	12/14/2018
		4. Min. 2 family engagement activities held per center	09/04/2018	12/14/2018
		5. Continuous improvement plan based on sem. data	12/14/2018	07/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SISD completed a comprehensive Strategic planning process in March 2018. Stakeholders from community-based organizations, Texas Lutheran University, the business community, parent groups, and City and County representatives served with district leadership and staff to establish common beliefs, create a shared vision, mission and prioritize strategies for continual improvement of student learning and success. Beliefs established during this process match the core priorities of the Texas ACE Blueprint. These include: the need for creative and imaginative educators to ignite passion in students and collaborative learning experiences that are engaged and relevant and provided by not only teachers but parents, community and industry partners. The mission to cultivate, inspire and empower students to grow and learn to be exceptional learners and to become exceptional citizens is also in line with the mission and outcomes of the ACE program seen across the state.

Dr. Matthew Gutierrez is completing his first year as Superintendent in SISD. His entrance activities developed with SISD Board of Directors provided opportunities in multiple settings and forums to evaluate community needs and get stakeholder input into short term goals and long-term solutions. These forums include: Key Communicator meetings with local business, city and faith-based leaders, face to face meetings with parent organizations like Seguin Parent Volunteer Organization and Booster clubs, meetings with student leadership groups to involve student voice, community/staff book study, superintendent VLOG and electronic surveys available to those who are unable to participate in face to face meetings. In addition, elementary campuses have regular opportunities available before, during and after school to engage their families in activities and programs, while providing input specific to their campus community.

SISD has longstanding partnerships with community-based organizations and businesses such as the Irma Lewis-Seguin Outdoor Learning Center, Teatro De Artes De Juan Seguin and the local HEB. Planning and implementing activities in these partnerships provides diverse perspectives with regards to community needs and the existing resources available to address the needs, as well as what areas, are lacking or need improvement. Seguin ISD also currently has a partnership with the City of Seguin at 6 of the 7 elementary campuses. This after-school daycare setting, JAMM, provides a safe program structured to give students time for homework completion, physical activity and some enrichment activities. Although it has the capacity to serve many more students, currently the average participation is less 10%, with one campus not being able to get the minimum of 10 participants to open the program. Students from economically disadvantaged families and most at risk students are often not able to afford this program since it is tuition based. In addition, although there is time allotted for homework, there is no strategic tutoring or integration with school day activities specifically targeted to help struggling students. Although this program is not specifically designed to meet the academic and social emotional needs of the most at risk students, the partnership is important to the students and families who access it and it provides important information and insight into what enrichment activities the campus community values and what things may be beneficial but are currently not available. It is anticipated that the Seguin ACE program will be able to collaborate with the City of Seguin JAAM program by possibly sharing some community-based activities and family events.

In addition, the Seguin ACE planning team also referred to local, state and national data to determine overall health, wellbeing and learning needs. County health data and the 2017 County Health Rankings & Roadmaps were used along with city and county planning documents, websites and current information to understand identified community gaps, available resources and programs that could be accessed.

Seguin ACE will use all of the above data along with ongoing community input to design engaging academic after school programming and quality enrichment activities to enhance student learning and student success. By the end of year 1, it will be the goal to transition to allowing student "choice/voice" determination of number and types of enrichment sessions so learners not only have input but learn to advocate for activities that help them the most.

The Seguin ACE program will specifically address the needs of working parents and those with limited resources since all parents wish to provide enriching, fun learning activities for their children as they grow. Barriers for these families always include lack of financial resources and/or lack of time once work and commute is complete. The Seguin ACE will go one step further and design opportunities for parents to learn and engage in their children's education designed specifically to meet their needs and based on the time they have available to participate.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

To accomplish the ambitious goals and objectives of the Seguin ACE program and achieve all measures of effectiveness, Seguin has included community based organizations (CBO's) in the planning process and has received commitments of participation from three key community-based organizations: Boys and Girls Club of South Central Texas and Irma Lewis-Seguin Outdoor Learning Center and Teatro De Artes De Juan Seguin.

The Boys and Girls Club(BGC) recently re-established in Seguin under the management of the Boys and Girls Club of South Central Texas, will share almost 50 years of experience, resources and tools. BGC has participated in the district and community needs assessment process and has attended planning meetings with Seguin ISD staff and partners. Their program proposal and the agreement included in this application is designed specifically to meet the identified needs of Seguin students and families. The comprehensive evidence-based programs offered by BGC are responsive to student, staff and community needs and include activities that enhance academic success, provide leadership, character development, career readiness, and opportunities for students to express and improve themselves in areas such as the Arts and STEM learning. BGC has received support and financial commitments from the Seguin community to renovate their facility in Seguin. They have been working diligently to deliver and expand quality programs to Seguin Youth and families. This mutually beneficial partnership on the Seguin ACE program will not only bring quality programs to and meet the critical needs of our most at risk students and families, it will contribute to establishing and sustaining a valuable and needed program for all youth and families in the Seguin Community.

The Irma Lewis-Seguin Outdoor Learning Center (SOLC) is a unique 115-acre center founded in 1995 to provide outdoor learning activities to children and families. Within two years of establishment, it was named the Outstanding Outdoor Education Program in the State of Texas. Seguin ISD and the SOLC has an established 20-year partnership. Through collaboration with local organizations and the school district, the SOLC has developed outdoor education programs that are aligned with Texas academic standards in content areas such as Science, Health, and Physical Education. Recent additions and enhancements to their programs include a focus on Social Emotional Learning and STEAM learning. Their program now includes technology integration to allow for follow up, exploration and simulation activities as well. A summary of multiple research studies, provided by the University of Wisconsin, documents that participation in outdoor education increases academic performance, contributes to overall health and wellbeing, supports emotional health and development, increases environmental knowledge and civic behavior, and increases family engagement by providing a natural entry point for them to connect and get involved in student learning. Partnership with, and participation in the Seguin ACE program will enable the SOLC to increase their capacity to serve and educate Seguin students, families and teachers. The proposal and agreement provided by the SOLC will provide the unique and valuable opportunity for ACE students to learn in a hands-on outdoor setting, an opportunity they would most likely otherwise not experience.

Teatro De Artes De Juan Seguin is a 36-year-old 501 (c)3 nonprofit cultural arts organization located in the west side of Seguin in the heart of a Mexican Barrio of Seguin. Teatro offers a wide range of activities that include pillars of overall good health such as positive self-image, physical activity, math skills, reading skills, gardening and food production. Teatro's programs have aligned with the academic standards of the state of Texas in the areas of Music, Physical Education, Math, Science and Reading. In addition to its programming, Teatro also participates in the "Little Free Library" Movement in which community members of all ages, with an emphasis on school aged children, are encouraged to leave a book in order to take a book, promoting family literacy. Also as part of its history, Teatro has offered ESL courses, tutoring, computer technology classes and cooking classes to the community. The National Endowment of The Arts and Texas Commission on the Arts has recognized Teatro. In 2015, Teatro was featured in the National Endowment of the Arts Promotional Video featuring an interview with Teatro's Board President at that time.

In addition to key partners, Seguin ACE has support from several other community organizations to maintain and expand existing relationships and develop new programs. These partnerships include the Seguin Art League, Seguin Parent Volunteer Organization, Texas Lutheran University, and It's Time Texas. In the planning stages community support has been overwhelmingly positive and SISD is confident as the program develops and grows, community resources and support will increase as well.

All partners will enhance the Seguin ACE program and help cultivate recognition of the value and the benefit of sustaining and growing the program not only for the direct participants but also for the entire community.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE Blueprint, with years of research and data in effective after-school programs, served as a model for the Seguin ACE Program. Seguin ISD believes the activities discussed below will directly impact overall student success.

**Academic performance** will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with tutors who are subject matter experts; the Site Coordinator and campus intervention staff will help coordinate instruction between the students' campus teachers, tutors and parents.

To **increase attendance**, the ACE Program will work with each student and their parents to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or after-school attendance.

To help improve the **behavior** of ACE participants, the ACE Program will utilize the nationally recognized *Positive Behavioral Interventions and Supports* (PBIS) program in which school district personnel have been trained. Positive behavior will be reinforced with weekly student recognition awards.

Improving **promotion rates** will be achieved by offering enrichment activities and goal setting to motivate them to complete school. Students will have a voice in program offerings in the ACE Program thereby giving them ownership and instilling a sense of pride in themselves and their school.

To improve **family engagement**, the ACE Program will provide academic and enrichment activities based on research and include parents and families in their student's activities as well as offer extended adult learning opportunities and community events. Students and families will be given access to online learning and career exploration opportunities. Increasing knowledge about the benefits of **college and career planning** will be a priority and emphasized at an early age for ACE Program's participants. Further, the Family Engagement Specialist will work with each ACE Center to increase parental involvement by providing family events and activities to support and contribute to improved academic achievement and student success.

Seguin ACE will provide engaging, innovative, hands-on activities. This setting will create opportunities for staff and students to connect and establish meaningful relationships. The importance of the student-teacher relationship was recently discussed in the Seguin ISD faculty book study of Eric Jenson's book, *Engaging Students with Poverty in Mind*. In chapter one of the book Jenson cites the research of Maldonado- Carreno & Votruba- Drzal, 2011, "Improvements in teacher-student relationship quality are consistently associated with improvements in teacher reported academic skills and reductions in behavior problems throughout elementary school." The possibilities presented through the ACE program to provide increased opportunity for Seguin ISD staff to apply these concepts is exciting.

The increased access to our most at-risk students provided through the Seguin ACE will allow the district to affect change to these foundational barriers that have burdened so many of our students. The individualized approach that we have established will increase communication and relationships with families. Intentional programming that exposes our students to college and career specific instruction will encourage and support long-term goal setting. In result, Seguin ACE is designed to improve promotion rates and academic performance and will empower student to see the value of improved behavior and the importance of attendance.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Seguin ISD has planned the proposed Seguin ACE Program using evidence-based best practices. Ed.gov's "What Works Clearinghouse" website was reviewed often and research studies cited on this website were consulted when considering programs to be offered in the after-school program. The Boys and Girls Club and the Irma Lewis-Seguin Outdoor Learning Center will partner with Seguin ISD to implement the ACE Programs at all seven sites. Boys and Girls Clubs have 50 years of experience in programs for at risk youth. They have a significant data base of practices and resources that have proven effectiveness. Of special interest are programs that address drop-out prevention, credit accrual, and course completion. Examples of academic programs provided by Boys and Girls Club with a significant positive resource base are Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, I Heart Arts, and BE GREAT-Graduate dropout prevention.

The Seguin ACE Program will be designed to promote healthy lifestyles, both physical and emotional, building on the foundation established through our adopted coordinated school health curriculum CATCH (Coordinated Approach To Child Health), which has over 100 peer-reviewed studies proving it reduces childhood obesity. Seguin ISD enjoys a history of strong outdoor education programming. Historically these programs have given us access to students and families and has helped us to build relationships. Seguin ACE clearly will expand the potential of these programs and bring much needed capacity to SISD in both increased number of staff and increased staff training. The Seguin ACE program will allow us to weave these strong programs back into the foundation of our new programming.

Seguin ISD has recently implemented a training program in collaboration with Texas Christian University (TCU) and the Let's Inspire Innovation in Kids (LiINK) Project. The Seguin ACE program will be bolstered by LiINK. LiINK is built on the brain research which indicates student learning and retention of knowledge is related to physical activity. Through the LiINK project, Seguin ISD will be piloting at two elementary campuses and training protocol to increase recess breaks at the Kindergarten and 1<sup>st</sup> grade level from 1 per day to 4 per day. This will come with a daily social skills lesson. Under the direction of Dr. Debbie Rhea (TCU), LiINK has been shown to increase on-task behavior and attention along with improved academic performance. Equally important, LiINK schools are showing improvements in staff and student morale, increased resiliency and reductions of stress. We believe the Seguin ACE program will be able to extend and solidify the benefits we anticipate with LiINK.

The Seguin community is tethered to the success of our school district and students. In addition to being one of the largest employers in the town, Seguin ISD is also the trainer and provider of the workforce for our area. The effectiveness of our district programs shape every aspect of our community including the economy of the town. Seguin ACE will support a stronger, higher skilled and more capable workforce in Seguin, helping to create a sustainable community where our students can learn, earn and live.

Another major source of research-based information used in planning the Seguin ISD program is the ACE Blueprint. This Blueprint uses state, regional, and national networks and resources and strategies for identifying best practices. Most importantly the Seguin ACE Program will provide an opportunity to increase interaction and engagement with those in the Seguin Community who are most at-risk. This includes not only the students but also includes the parents and families of our at-risk Seguin ISD students. This increased interaction and engagement is the foundation that will systemically support the entire community and changing our community for the better.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Seguin ACE program proposes to fund expanded learning opportunities for students identified as most at risk at all seven of its elementary schools. Activities will be supplemental to the school day, scheduled after school at all seven centers and for six weeks during summer vacation. Learning activities will be closely aligned to school day curriculum but will supplement regular academic activities and curriculum by meeting students where they are and expanding concepts to engage students in learning experiences that provide a greater depth of understanding.

Seguin ISD has identified critical needs through analysis of multiple data sources. Sources include Academic Excellence Indicator System (AEIS), TEA School Report Cards, PEIMS data, student discipline data, promotion and attendance data, U. S. Census Bureau data, Guadalupe County Health Needs Assessment, family, student and staff surveys, and input from the Community Advisory Council. Proposed grant activities were chosen based on data from this multi-faceted needs assessment. High quality academic enrichment is a primary goal of the Seguin ACE Program. The evaluation measures addressed will directly assess these strategies and will be analyzed monthly and quarterly to measure progress and to make necessary adjustments to ensure student academic growth.

Seguin ACE Program activities will be implemented in collaboration with Boys and Girls Club(BGC) of South Central Texas and the Irma Lewis-Seguin Outdoor Learning Center(SOLC). BGC activities are based upon proven principles of effectiveness with the benefit of 50 years of data, experience, resources, and tools. This has produced a tried and true approach. Examples of academic programs provided by Boys and Girls Club with a significant positive resource base are Enhanced STEM/Club Tech, Brainstormer Literacy Intervention, I Heart Arts, and BE GREAT-Graduate dropout prevention.

SOLC provides a focus on learning in outdoor nature settings with a strong focus on STEAM and social emotional learning. They also provide indoor learning opportunities with up to date technology access for simulation, research and follow up exploration.

Teatro De Artes De Juan Seguin will develop comprehensive high quality activities that are aligned to STEAM, Arts, Physical Education, History, Reading and Mathematics TEKS. The nature of the activities will include cultural, arts-related and agro-ecology experiences for a positive and safe and learning environment. This will be delivered at Teatro's Cultural Arts Center, which is a setting in the midst of a Mexican-American barrio. Teatro prides itself on the success it has achieved in not only promoting a better understanding of the Mexican American people, but also in promoting positive self-esteem and self image through the performing arts. Teatro promotes heavy parental engagement in the Mexican American culture and arts. It provides opportunities for all ethnicities to come experience the South Texas Mexican American experience.

Surveys of elementary campus sites indicate that the following popular programs currently existing have had a positive impact on student success: Dance Clubs, Sports Clubs, Service Clubs, Garden Clubs, Music Clubs, including Drum Company, Art Clubs, Robotics Club and Ballet Folklorico. Site Coordinators will work with campus leadership to develop and, or expand these types of activities while adding other opportunities based on community resources, and parent and student interests.

Seguin ACE Program will promote healthy lifestyles, both physical and emotional, using programs such as the Coordinated Approach To Child Health (CATCH), with over 100 peer-reviewed studies to prove it reduces childhood obesity. The Seguin Art League will provide certified staff to provide art classes and exploration of student interest and voice through various art mediums. The ACE Blueprint for Cycle 9 updated in October 2017 and the Texas ACE website was accessed as another source of research-based data for effective programs. This Blueprint suggests state, regional, and national networks and resources and strategies for identifying best practices and planning enrichment that promotes academic success and address the whole child.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notification of funding, Seguin ISD along with key partners, will develop a press release to announce the project including center locations, start dates and where to seek further information. District leadership and the newly hired Project Director will refer to the texasace21 website to select sample outreach materials and templates to assist with communicating and marketing the initiative.

Seguin ISD will provide information about each center on its district website as well as individual center information on each campus website where the center is located. District wide information calls will be scheduled on the district call-out system. Email notifications will be sent to families and community members who are signed up for email alerts. All information will be provided in both English and Spanish.

Prior to the registration window, parents of students targeted for the program will be contacted to introduce the ACE Program and encourage them to enroll their student. Seguin ISD will use events scheduled in August and early September, i.e.: dual language parent meetings, Pre-K round up, late registration, and back to school night, to talk with parents and families about this opportunity. The Project Director and the Family Engagement Specialist, along with Boys and Girls Club and Irma Lewis-Seguin Outdoor Learning Center staff, and will coordinate tables and presentations at these events to ensure a consistent message is projected to all.

The Community Advisory Council will be asked to participate in an awareness campaign to reach their organization or section of the community. In addition, current community partners like Boys and Girls Club, Irma Lewis-Seguin Outdoor Learning Center, Teatro De Artes De Juan Seguin, It's Time Texas, the Seguin Art League and the City of Seguin-JAAM program will be given information to disseminate to their clients and participants.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Seguin ISD currently provides transportation to and from school to approximately 35% of their students. The Seguin ACE program will serve approximately 600 students daily. All students in the program will be eligible to sign up for transportation home from the program. It is anticipated that a larger percentage of students will require this service due to the after-school timeframe. Seguin ACE anticipates at least 300 students will require transportation home on a daily basis. The Transportation department will work with each Site Coordinator and the Project Director to get routes set up and students enrolled to ensure safe transport home for all enrolled students who require it. Transportation policies for the after-school program will be consistent with those already in place at each site during the school day with adjustments made to accommodate the time of day and the needs of program students.

Seguin ISD provides a comprehensive parent handbook for students who participate in transportation as well as training for campus staff. In addition, the Transportation department has a unique program: "Buster The Safety Bus". Buster travels to elementary campuses to provide engaging videos and activities that teach bus safety and rules to students. SISD has even provided this program as a service to students in surrounding districts such as Marion ISD. The Site Coordinators will work with Transportation and Buster to ensure all students who ride the bus home from ACE get to participate in this program either during the school day or after school time. During the enrollment process in the after-school program, parents will be able to select transportation services. For students who ride the bus home, staff will sign them out of the program and ensure they are safely on the bus at the end of each after school session.

A procedure will be developed for parents who elect to pick up their students. A sign in and out procedure will be strictly adhered to with specific identification numbers given to each parent and their student. Alternative family members or friends will be able to pick up students only with written authorization by the parent and presentation of a valid identification. In addition, a schedule of center activities and sessions will be provided to each family. Parents who pick up their students will be asked to do so at the end of the day. If students must be picked up earlier, parents will be encouraged to come during designated times between each session to minimize interruptions and to allow each participant to benefit from the entire session they are attending. A Seguin ACE staff will be assigned to oversee and manage sign out during designated times. The Site Coordinator will be available to work with parents and family members to sign out their student should an emergency or unforeseen circumstance arise where pick up needs to occur while activities are in session.

Any transportation services required to adjunct sites or community based learning opportunities will be planned and approved in accordance with the Texas ACE blueprint requirements and coordinated with SISD transportation department policies and procedures.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Seguin ACE centers will follow current school district procedures to ensure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition, the Seguin ACE Project Director and Site Directors will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure they are a good match and their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate.

Senior volunteers will be sought and recruited whenever possible. Recent research has documented multiple benefits of age friendly communities where seniors become a valuable resource and develop relationships with the youngest generation (Neal, DeLaTorre, 2106). Intergenerational school gardens and early literacy programs have documented health and learning benefits to the children and seniors involved. With increasing mobility and changing demographics, many young people no longer have the opportunity to have a close relationship with their extended families and grandparents. Relationships established with senior volunteers can help bridge this gap. Potential partners for senior volunteers in Seguin include: Retired Teacher Association, Texas Lutheran University Reading Mentor program, and Guadalupe County Master Gardeners.

Seguin ISD currently has partnerships with The Retired and Senior Volunteer Program (RSVP) Reading Tutors and Texas Parks and Wildlife Master Naturalists who provide quality volunteers to serve the schools. The Seguin ISD School Board supports community volunteers.

Boys and Girls Club of South Central Texas and Teatro De Arte actively recruit volunteers and both have an established relationship with Texas Lutheran University students who provide volunteer hours. Teatro De Arte employs a Volunteer Site Coordinator who will work with Seguin ACE to ensure volunteers are trained and qualified. Seguin ACE will coordinate SISD volunteer procedures with all partners to ensure consistency and safety for students as well as volunteers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Support from the Seguin ISD Leadership and School Board is overwhelmingly positive. All have indicated a commitment to implement and sustain a program that will provide high quality extended learning opportunities to students. Partnerships with community agencies and nonprofits are well established. All entities are accustomed to working in tandem to maximize resources. Participation in the Seguin ACE program will be a "win-win" for all. Research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes, for students but will provide a wealth of data to all partners. Marketing and communication of these positive outcomes along with the data behind them, will enable the Seguin community and government agencies to justify resources and support as they complete their strategic planning and future budget and resource allocation. In addition, local nonprofit partners will be able to use the program outcomes and data to leverage resources and raise funds that would not otherwise be available to the school district.

Efforts by Seguin ISD and the Seguin ACE project toward sustainability during the first year will include:

- Begin dialogue immediately with partners and school district leadership so that all planning and implementation is done with sustainability in mind.
- Make sustainability efforts a standing agenda item at all Community Advisory Council meetings.
- Form a working resource development subcommittee of community stakeholders: at least one representative from core community partners, one school board representative, and district staff that will respond to identified program needs and investigate and recommend additional funding resources.
- Include goals and objectives and long-term goals for the Seguin ACE Program into the District and campus improvement plans and District Strategic Plan.
- Provide data on student progress and program outcomes to all stakeholders. Communicate and market student benefit and positive community impact on a quarterly basis.
- Collaborate with partners as they seek other funding sources for continuation of program services.
- Integrate with, and expand upon, available district resources and programs that are effective and evidence based to reduce cost of materials and teacher and staff resources.
- Match student and program needs during the planning and implementation process with the many curriculum and training resources available at no cost to school districts. Examples include materials and training from: Texas ACE online, Department of State Health Services, Department of Education, and USDA.
- Invest professional development funds in a "trainer of trainers" model to build capacity to provide continued training at reduced cost.
- Develop parent to parent networks and programs to expand family and parent engagement activities with qualified volunteers.
- Complete a comprehensive review of summative data at the close of year one to prioritize services and programs and inform the budget process with the objective of meeting center and student needs as efficiently as possible.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, state and local programs are coordinated in part through the Comprehensive Needs Assessment(CNA) process. The district Academic Leadership and the Special Services departments work together to support all students and collaborate resources.

Seguin ISD currently provides tutoring and intervention services to students with **Title I and State Compensatory** funds. These services will be integrated into the Seguin ACE program at all centers. The provision of extended learning opportunities based on student needs, interest surveys and family and community input will not only increase the effectiveness of academic tutoring and support, but will provide a strategy and structure for more individualized and responsive programs while increasing student engagement and attendance.

The District supports behavior interventions with annual PBIS and classroom management training for all new teachers, in addition to offered behavior training for existing teachers. Professional development is necessary to ensure consistent implementation of Tier 1, 2 and 3 behavior interventions across the district.

District administrators and campus leadership are provided annual and recurring training on RTI strategies and procedures.

SISD coordinates with local organizations such as: law enforcement, emergency management and community mental health services. Regularly scheduled meetings address plans for school safety and security, Communities in Schools services and annual improvement to the District Emergency Operations Plan.

No Place For Hate, an anti-bullying platform, is incorporated into the culture and activities of each campus. Annual Community and Student Engagement Surveys conducted for parents and community members inform the improvement and ensure equitable services to students regardless which campus they attend. Special programs and initiatives such as: Community and Parental Involvement, Second Language Acquisition Program, Digital Learning Environment, Dropout Prevention Strategies and the Gifted and Talented Program are provided to each campus based on campus and individual student needs and requirements.

Annually conducted Benchmarks of Quality surveys are available to all campuses through Region 13 to inform interventions in PBIS and RTI, with results historically showing consistently strong implementation of Tier 1 PBIS in elementary schools.

The Seguin ACE will be provided all campus data with regards to students who participate in special programs or services. They will also have access to the campus supports available to students during the school day as needed. Academic information on each student with any identified gaps will be provided along with intervention information. This will allow ACE tutors to strategically target student needs, design engaging activities that reinforce the school day activities, but are provided in a different format or with a different strategy to ensure differentiation of activities based on each student's needs.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 1	Jefferson Ave. Elementary 215 Short Ave. Seguin, TX 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	094901103			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$1,000			
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):	38	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 2	Rodriguez Elementary 1567 Kingsbury St. Seguin, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	094901104			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$1,000			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	50	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 3	Weinert Elementary 1111 N. Bruns St. Seguin, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	094901105			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$1,000			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	50	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
McQueeney Elementary 8860 FM 725 McQueeney, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	094901106				
Cost per student	\$1,000				
"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		25	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

  

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Patlan Elementary 2501 Brustedt St. Seguin, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	094901108				
Cost per student	\$1,000				
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

  

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Koennecke Elementary 1441 Joe Carillo Blvd. Seguin, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$1,000				
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Vogel Elementary 16121 FM 725 Seguin, Texas 78155		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	094901110				
Cost per student	\$1,000				
"Regular" student target (to be served 45 days or more annually):		75	Parent/legal guardian target (in proportion with student target):		38
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

  

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

  

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name:</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The seven elementary centers will operate after school M-F from 3:30-6:30 pm. This will result in a total of 15 hours per week of extended learning time at all centers during the regular school year. The first hour each day will include: check in, academic engagement, homework and strategic tutoring time. The District Project Director, a full-time employee, will flex their schedule based on ACE Program needs including family engagement activities, district and campus needs and community outreach efforts. The Site Directors will be housed on the campus and will be full time employees. Their schedules will be flexibly designed and approved by the Project Director with priority given to the Seguin ACE schedule. Site Coordinators will work closely with campus leadership to ensure program alignment and maximize resources. Part time ACE staff will be scheduled by Site Directors but will arrive in time for set up and preparation for sign in. Staff will stay until students have departed maintaining at least a 1/16 adult student ratio. Boys and Girls Club will provide 3 staff per site each day for 2.5 to 3 hours. They will implement enrichment activities and will assist with academic engagement, check in and check out as needed. Training and collaboration time will be built into all staff schedules.

District teachers and administrators will work hand in hand with the ACE Program Director and Site Coordinators to assure that all program activities align with the TEKS and support the school day curriculum. Seguin ACE program staff will also work with district staff to gather data on student progress, analyze data and make needed changes to benefit student success. ACE Program Site Coordinators will attend campus faculty and staff meetings, and RTI and team meetings in order to establish open communication channels and become an integral part of the campus staff. ACE Program specific staff meetings will occur weekly for program specific management and outcome monitoring. All Seguin ACE Program staff will be given the opportunity to collaborate and benefit from district/campus professional learning communities and technical support.

In addition to support, training and technical assistance provided by the Texas ACE program, Seguin ISD leadership will provide training and support in grant compliance, oversight and fiscal management, policies and procedures. Human Resources Department will assist with the recruiting/hiring process to obtain quality Site Directors and staff for all centers. Once hired, Site Directors will be provided training in program oversight, data collection and grant management.

The Seguin ACE budget plan was developed with input from: Seguin ISD District Leadership Team (including the Chief Finance Officer and the Business department), Campus Principals and key leaders, leadership staff from Community Based Partner organizations, Community stakeholders, the newly established Seguin ACE advisory committee, and staff and parent input and the Seguin ISD School Board. Community partners provided a proposal with a budget section which informed the development of the MOA's. Resource allocation and spending priorities included: unique student and campus needs, specific curriculum needs including technology resources, overall program needs, safety and transportation concerns, nutrition and fines needs and social emotional wellbeing of the students. Each site budget was considered individually based on the number of targeted students, specific location of the site, existing resources and specific campus and student needs. Multiple factors were considered when determining the number of students to target at each site. These factors included: the total enrollment at the campus, the percentage and number of potential at risk students requiring extended learning opportunities to foster success in school, the number of students who have multiple criteria or levels of risk factors and the number of students who are currently getting some of their needs met in current campus extended learning programs/activities.

Overall program outcomes at the district level, as well as for each site, will be continually reviewed to ensure effective and efficient management of allocated resources. To the greatest extent possible, flexibility will be employed to make necessary adjustments in the budget to maximize student outcomes and program success.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: : 094901

Amendment # (for amendments only): N/A

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Seguin ACE Program will utilize an External Evaluator to collect data on a continuous basis from each participating ACE Center. The External Evaluator will collect both output and outcome data. The External Evaluator will collect and analyze output data monthly. Using these output data, the External Evaluator will produce a monthly *Seguin ACE Program Report Card* and will also produce a Seguin ACE Report Card by Center (Center Report Card). These monthly reports will allow the program stakeholders an opportunity to determine what is working at each center and what challenges each center is facing. These monthly reports will form the crux of the Seguin ACE Program's Continuous Quality Improvement Plan. Outcome data will be collected every grading period and a formal *Seguin ACE Program Outcome Report* (Semester Outcomes Report) will be produced every academic semester. Output and outcome data will be collected in a manner so that specific data elements can be disaggregated by tutor, student, grade, level of intervention, and fidelity of the intervention implementation. For example, the ACE Evaluation Plan will allow ACE staff to quickly and efficiently determine, by ACE Center, the following, including, but not limited to: (1) Percentage of highly-effective educators (tutors) hired by high-need campuses; (2) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need academic subject areas (e.g., reading, mathematics, science, foreign language, etc.); (3) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need areas (e.g., special education, language instruction, educational programs for limited English proficient students, etc.); (4) Percentage of highly-effective tutors hired by high-need campuses who tutor in high-need schools, disaggregated by school grade levels (K through 12<sup>th</sup>); (5) Percentage of highly-effective tutors who effectively utilize "strategic tutoring" techniques; (6) Percentage of students on track to achieve or exceed their academic performance goals; (7) Percentage of students on track to achieve or exceed their attendance goals; (8) Percentage of students on track to achieve or exceed their behavioral goals; (9) Percentage of students on track to achieve or exceed their grade promotion goals; (10) Percentage of students on track to achieve or exceed their graduation trajectory goals; and (11) Percentage increase in families actively engaging with the Seguin ACE Program.

The ACE methods of evaluation include the use of multiple objective performance measures, including: (a) individual student performance on the annual *State of Texas Assessment of Academic Readiness* assessments; (b) participation levels in activities (e.g., tutoring, enrichment, etc.); (c) discipline data related to student dismissals, suspensions, fighting, and other referrals based on negative behaviors; (d) academic achievement on school issued report cards; (e) school connectedness measures [e.g., parent/guardian visits to the school, etc.]; (f) school attendance records; (g) number of students who are promoted to the next grade level; and (h) number of students who are "on track" (e.g., never failed a core academic class, always passed STAAR, etc.) as it relates to high school graduation. Each performance measure is clearly aligned with an intended ACE outcome. Importantly, both quantitative data (e.g., test scores, referrals, attendance, participation levels, etc.) and qualitative data (e.g., surveys, comments, focused feedback from students, parents, tutors, community, contractors, staff, etc.) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire Seguin ACE Program.

To improve program operations, the Seguin ACE Program staff will use the results of the monthly Program Report Card and Center Report Cards to make recommendations for changes in operations to improve program quality. Further, to determine the impact that the Seguin ACE Program is having on its stated goals (as noted on Schedule 14, Part 2, of this application) the Program staff will review the results of the Semester Outcome Report. This report will contain information related to the percentage increase or decrease achieved by Program participants related to academic achievement, school attendance, school disciplinary referrals, grade promotions, on-time graduation trajectories, and the percentage of families engaged in the Program. These results will be used by the Program staff to make additional recommendations to improve program quality. In summary, the Program will assess program operations and improve program quality every month, via the Report Cards, and each semester, via the Semester Outcome Report.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: : 094901		Amendment number (for amendments only): N/A		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: : 094901

Amendment number (for amendments only): N/A

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	√
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	√
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	√
B17	Conduct an outreach program for traditionally "hard to reach" parents	√	<input type="checkbox"/>	√
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	√
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	√	<input type="checkbox"/>	√
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: : 094901

Amendment number (for amendments only): N/A

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: : 094901

Amendment number (for amendments only): N/A

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: : 094901

Amendment number (for amendments only): N/A

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	√	<input type="checkbox"/>	√
M08	Provide program materials/information in home language	√	<input type="checkbox"/>	√
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	√
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	√	√	√
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	√	√	√

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Amendment number (for amendments only): N/A

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #19 Private Nonprofit School Participation**

County-District Number or Vendor ID: : 094901

Amendment number (for amendments only): N/A

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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